

IMPROVING VOCABULARY THROUGH MAKE A MATCH TECHNIQUE

Bella SeftiaNingsih¹, Abdul Waris²

English Education Study Program, Faculty of Teacher Training and Education
Tadulako University

Bellaseftianingsih@gmail.com

Abd.waris54@gmail.com

Abstract

The aim of this research is to prove whether or not the use of Make a Match technique can improve students' vocabulary at the eighth grade of SMPN 7 Palu, especially in mastering noun (Common noun and Concretenoun). The researcher applied quasi experiential research design which involved experimental group and control group. The samples are class VIII B as the experimental group and class VIII A as the control group. They were selected by using a purposive sampling technique. In collecting the data, the researcher gave pre-test and post-test for both groups. The result of the data analysis shows that there is an improvement between the results of post-test of both groups. The mean score of experimental group before the treatment is 50.8, while the control group is 42.5. After giving the treatment, the mean score of experimental group in post-test is 75.1 and the control group is 60.3. By applying 0,05 level of significance with the degree of freedom (df) 59 (30 + 30 - 1), it is also shown that the t-counted (2.770) is greater than t-table (2.001) which indicates that the research hypothesis is accepted. Thus, the use of Make a Match technique is effective to improve students' vocabulary especially in mastering noun (Common noun and concrete noun).

Keywords: *Improving, Vocabulary, Make a Match technique.*

Abstrak

Tujuan penelitian ini adalah untuk membuktikan apakah penggunaan teknik Make a Match dapat menambah kosakata siswa kelas VIII di SMPN 7 Palu, khususnya dalam penguasaan kata benda (kata benda umum dan konkret). Peneliti menerapkan metode penelitian semu yang melibatkan grup eksperimen dan grup kontrol. Sampel penelitian ini adalah kelas VIII B sebagai grup eksperimen dan kelas VIII A sebagai grup kontrol. Kedua sampel tersebut dipilih menggunakan teknik purposive sampling. Dalam mengumpulkan data, peneliti memberikan pretes dan pasca-tes untuk kedua grup. Hasil dari analisis data menunjukkan bahwa terdapat peningkatan antara hasil pra-test dan pasca-test untuk kedua grup. Nilai rata-rata grup eksperimen sebelum perlakuan adalah 50.8, sedangkan grup kontrol adalah 42.5. Setelah memberikan perlakuan, nilai rata-rata dari post-test di grup eksperimen adalah 75.1 dan grup kontrol adalah 60.3. Dengan menerapkan tingkat signifikansi 0,05 dengan derajat kebebasan (df) 59 (30 + 30 - 1), hal tersebut juga menunjukkan bahwa nilai hitung t (2.770) lebih tinggi dibandingkan nilai tabel t (2.001) yang mengindikasikan bahwa hipotesis penelitian diterima. Dengan demikian, penggunaan teknik Make a Match efektif untuk menambah kosakata khususnya dalam penguasaan kata benda (kata benda umum dan konkret).

Kata kunci: *Meningkatkan, Kosakata, Teknik Make a Match.*

INTRODUCTION

Vocabulary is one of the English language components that is very important for English communication. If students have less vocabulary, they will face many difficulties to express their feeling and idea to other people. In this case, to read and understand the text, they have to master vocabulary. It can also avoid students having trouble to speak and to answer some questions in spoken and written forms. Fauziati (2010:61) states, "Vocabulary is central language and critical importance to typical language learner." From the above statement, the researcher concludes that the first focus of their English learning process is vocabulary.

In 2013 curriculum, it is stated that, "Junior High School students are expected to be able to show honesty, discipline, confident attitudes and be responsible in doing transactional communication with teachers and classmates." In line with school-based curriculum, it is expected that the Junior High School students are able to communicate effectively and be more active in the teaching learning process which the vocabulary is needed. It refers to a minimum statement covering knowledge, skills, attitudes, aim values which are reflected in this way of thinking and acting after students have learned and finished one of the four language skills (listening, speaking, reading, and writing).

In reality, Teaching English for Junior High School students are not easy. Based on the information obtained from the English teacher at SMP Negeri 7 Palu, there were many problems which occur during the process. First, the students usually got confused in remembering or mastering vocabulary. On the other hand, the students did not understand when teacher explained the material in English. Second, the students got difficulty to understand the meaning of words, to pronounce the words correctly, to spell the words correctly, to use and understand the reference well. The last, the students were not motivated to increase their vocabulary. They mixed English and Indonesian when they spoke or wrote something. To overcome those problems, the teacher should put more effort in teaching vocabulary. The teacher can use effective strategies in teaching vocabulary. The use of effective strategies can assist the students to understand the vocabulary.

The researcher applied the technique for Junior High School especially for VIII grade at SMP Negeri 7 Palu based on students' characteristics. The researcher purpose is to create an interesting and comfortable teaching learning process in order to reach learning goals. It is also to improve students' motivation to learn vocabulary. In applying Make a Match technique, teaching and learning process in the classroom will be noisy. Nowadays students

are lazy to learn by memorizing material and many vocabularies in the dictionary. Students just listen what the teacher said and there is no feedback.

Besides, the students are usually busy with themselves and do not get the material well. This technique would change the passive learning to be an active learning. When Make a Match apply in teaching vocabulary which is integrated in reading skill, the researcher prepares all needed things in implementing of Make a Match technique, such as short story and some flashcards that contain many vocabularies. Each flashcard has a pair. Students' job is looking for the pair of flashcard they have held in certain time.

Vocabulary is an important thing in teaching language, especially in teaching English. Hiebert and Kamil (2005) state that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Learners who do not have enough vocabulary will get difficulties to know the meaning what they have listened and read and they also have difficulties in expressing their meaning when communicating with other people. It means that the students must study hard when they do not have enough vocabulary. So, they can express their idea when communicate with other people. According to Choyimah (2011), without sufficient vocabulary, one could not communicate efficiently and effectively. English learners who lack in mastering vocabulary cannot communicate efficiently and effectively with others and learning vocabulary extensively will help them read fluently and comprehend what they have read. Vocabulary has big contribution in developing language, especially English.

Vocabulary is divided into two kinds, according to Scrivener (1994:74), "there are two kinds of vocabulary, namely productive vocabulary and receptive vocabulary." Productive vocabulary called active vocabulary. It is a set of words that students recognize and understand, can pronounce correctly and constructively in speaking and writing. On the other hand, receptive vocabulary or passive vocabularies are words that the students recognize and understand when they occur in a context, but which they cannot produce correctly, it means in reading and listening. Sometimes, vocabulary is easier aspect of a foreign language to learn but it is hardly required formal attention in the classroom. The students are quickly to accept but they quickly forgotten. Hiebert and Kamil (2005:3) state: Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive is that we can understand or recognize and productive is the vocabulary we use when we write or speak.

Oral vocabulary is a set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is a set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

Based on some reasons about the importance of vocabulary above, it can be concluded that vocabulary is needed by the students. There are many ways that will help students to expand their vocabulary and proficiency. The following are some of them:

1) Word Classes

A word is a single unit of language which has meaning and can be spoken or written. Word is a microcosm of human consciousness (Thornbury, 2002:1). Word is classified based on their functional categories, it is called part of speech, (Harmer, 1998:36). The kinds of part of speech are: (1) Noun (2) Verb (3) Adjective (4) Pronoun (5) Adverb (6) Preposition. The researcher focused on noun.

Cooperative learning is born from constructivism learning theory. According to Suprijono(2009:36),“Constructivism emphasizes on operative learning and authentic learning.” Cooperative learning is learning for getting and finding general thinking structure which can be used in many conditions. Authentic learning is interaction process of someone with object he or she has learnt in real condition. It means that learning not only learn textually but also try to connect what the text is with the real condition or can call contextual learning. Besides the contextual learning, constructivism also teaches that learning as social process or collaborative and cooperative learning. It means that learning is social interaction. It is why cooperative learning is part of strategy in constructivism learning theory.

There are some definitions of Make a Match technique. According to Brown (2000:16), “Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.” Technique is used to help and encourage many learners to sustain their interest, work, and help the teacher to create context in which the vocabulary is useful and meaningful. The fun factor may help making words more memorable. One of the techniques that used in teaching vocabulary is Make a Match. Make a Match technique is one method in cooperative learning developed by Curran (1994). In this technique the teacher must prepare some card that contain several concept, vocabulary items or topics, and answer by (Suprijono, 2010:94).

Make a Match is a simple and easy technique to use. It is interesting suitable for the school which has limited technique to teach English. The teacher does not get difficulties when teaching using this technique. Make a Match is one of technique that will help teacher to teach vocabulary. It is not just making pairs, but it will help the students get new words easier. By using Make a Match the students will be easier to improve their vocabulary achievement.

Here are the steps in the implementation of Make a Match, (Aqib, 2013:23) as follows:

- 1) The teacher prepares some cards that contain some concepts or a suitable topic for review session, and divides the class into three groups, a part is contains questions and the other is the answer.
- 2) Every student gets a card.
- 3) Every student thinks the answer or the question from the card that they hold.
- 4) Every student finds their partner that has a matching card with his card.
- 5) Every student who finds their suitable card before the time up will get a point.
- 6) After the first session, the card is shuffled, so the students will get the different card in the next session. It is continued until this activity is ended.
- 7) Teacher together with the students makes a conclusion from the material that has been given by the teacher.

Make a Match technique has several advantages as follows:

- 1) Each student can be directly involved in answering a question given to them in the form of a card.
- 2) It can increase the students' creativity through matching the cards.
- 3) It can help avoid students being bored during the teaching-learning process.
- 4) It can create a more interesting classroom atmosphere.

Make a Match technique has several disadvantages as follows:

- 1) If this learning is not well prepared, much time is wasted.
- 2) At the beginning of the application of this learning, many students shy to be paired with the opposite gender.
- 3) If the teacher does not give instruction very well, a lot of students are less attention during a presentation.
- 4) Teacher should be careful and prudent when giving punishment to students which not getting the couple.

By looking at the advantages and disadvantages above, Suprijono (2010: 97) clarifies that by using the Make a Match technique teachers can motivate and encourage their students to be more interested and enthusiastic in learning English. In teaching English to junior high school students, teachers can use Make a Match technique to make teaching and learning easier. When the students are more interested in learning, they will concentrate and participate more actively in the class. In teaching vocabulary, Make a match technique is considered as one very appropriate technique.

Based on the statement above, the research question is as follows: Can the use of Make a Match technique improve students' vocabulary at the eighth grade of SMP NEGERI 7 Palu

METHODS

In conducting this research, the researcher used quasi-experimental design involving two groups that are experimental and control groups. In this design, an experimental group and a control group are selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group receives the treatment. The research design applied in this research is proposed by Arikunto (2006:78) as follows

Experimental Group	O_1XO_2
Control Group	O_1XO_2

Where :

O_1 : Pre-test

X : Treatment

O_2 : Post-test

The population of this research was the eighth grade students of SMP Negeri 7 Palu. They consist of 172 students divided into six classes.

The representation of population can be called as sample. The technique that the researcher chose in selecting the sample was purposive sampling. Purposive sampling technique is a technique that comes from what a researcher want to choose for their sample. On this research, the purposive sample means that the teacher helps the researcher to choose the sample, because she is the one who knows best about the students.

The groups which she chose for the research were class B as the experimental group and class A as the control group. Both classes are selected based on the observation and found :

- 1) The students usually get confused in remembering or mastering vocabulary.
- 2) The students get difficulty to understand the meaning of words, to pronounce the words correctly, to spell the words correctly, to use and understand the reference well.
- 3) The students are not motivated to increase their vocabulary.

Variable of this research are independent variable and dependent variable. Shortly, the independent variable of this research is Make a Match technique, while the dependent one was the students vocabulary

Research instrument refers to the tests. The researcher used tests in order to measure the students' in vocabulary. The tests are divided into two; pre-test and post-test. Pre-test is a test which is given before the treatment; the result of pre-test is used to measure the students' ability in vocabulary. Thus, the researcher knows what will be taught in treatment. Post-test is a test that given after the treatment. This test is used to compare the students' ability in vocabulary before and after the treatment. There were two kinds of test that will be given to the students based on words taken from the topic; they were multiple choice and sentence construction.

Table1. Kinds of Test

No	Types of Test	Number of Items	Score	Maximum score
1	Multiple choice	15	1	15
2	Sentence construction	6	2	12
	Total	21		27

FINDINGS

The result of this research was analyzed statistically. In offering data the researcher analyzed the data taken from pre-test and post-test given to both control and experimental groups. The researcher used the data in order to measure the improvement of the treatment

used in this research which is Make a Match technique in improving vocabulary. Furthermore, the researcher presents research findings, analysis and interpretation of data gathered through test (pre-test and post-test).

The researcher conducted the pre-tests in order to measure the students' improvement in vocabulary before the experimental class treated with Make a Match technique and the control class treated with a conventional method commonly applied in the school. In analyzing the data taken from the pre-test, the researcher singly presents the pretest's result group of both control and experimental class in detail in the following table:

Table2. The Result of Pre-test and Post-test in Experimental group

No	Student's Initial	Students' Standard Scores	
		Pre-test (x_1)	Post-test (x_2)
1.	ATK	67	93
2.	VR	48	78
3.	JNF	59	89
4.	RS	44	93
5.	A	56	67
6.	IN	59	74
7.	CV	63	93
8.	SNA	63	70
9.	SR	52	63
10.	T	37	74
11.	ME	44	81
12.	NP	33	59
13.	A	33	81
14.	IK	48	85
15.	AA	81	93

16.	NA	48	89
17.	APBS	56	93
18.	IAP	63	81
19.	BA	56	67
20	AA	56	70
21	JWK	52	52
22	MA	22	48
23	N	44	44
24	MR	22	93
25	D	56	78
26	AA	44	67
27	NL	63	78
28	S	41	70
29	A	56	67
30	MF	59	63
Total		1525	2253
Mean score		50.8	75.1

The result of the pre-test and post-test of control group is presented on the following table.

Table 3. The Result of Pre-test and Post-test in Control group

No	Student's Initial	Students' Standard Scores	
		Pre-test (x ₁)	Post-test (x ₂)
1.	MAM	33	56
2.	ADP	63	85
3.	PMA	52	67
4.	SAM	44	74
5.	AC	48	67
6.	IDS	33	52

7.	F	26	52
8.	NS	44	56
9.	MIA	48	89
10.	MR	19	59
11.	FB	30	59
12.	A	41	63
13.	SR	22	48
14.	WPM	56	70
15.	W	63	67
16.	AS	44	56
17.	NBZ	52	74
18.	SAM	48	59
19.	MA	44	59
20	RAF	26	52
21	MR	48	48
22	N	37	52
23	S	48	63
24	SA	33	56
25	SS	44	59
26	E	44	48
27	U	52	56
28	YP	56	63
29	L	33	44
30	NA	44	56
Total		1275	1809
Mean score		42.5	60.3

After counting the pre-test score of the experimental group, the researcher found that the mean score of pre-test of experimental group is 50.8. The highest score was 81 and the lowest score was 22. The highest score of the post-test of experimental group is 93 and the lowest score was 44. Furthermore, the mean score of the post-test of experimental group is 75.1. It means that the improvement of the result of the experimental group is 24.3. It improved from 50.8 to 75.1.

In calculating the students' individual score of the control group, the researcher employed the same formula used in experimental group. As a result, the researcher found

that the mean score of pre-test of control group is 42.5. The highest score was 63 and the lowest score was 19. The highest score of the post-test of control group was 85 and the lowest score is 44. Furthermore, the researcher finds that the mean score of post-test of control group is 60.3. There is also a slightly improvement of the result of the control group. The improvement of the control group is 17.8. It rises up from 42.5 to 60.3.

After gathering all the data of experimental and control groups, the researcher counted the mean deviation and the sum square deviation from both groups. The researcher found that the mean deviation of experimental group is 24.2 and the sum square deviation of the experimental group is 7482 and the sum-squared deviation of the control group is 2869.

Furthermore, the researcher calculated the value of t-counted by using t-test formula to see the significant difference of both groups. By applying the t-test formula, the researcher found that the t-counted value is 2.770.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significant difference between them. By applying $NX + NY - 1 = 30 + 30 - 1 = 59$ degree of freedom (df) and 0.05 level of significance of two tailed test. The researcher found that the t-table value is 2.001.

It shows that the t-counted value (2.770) is higher than t-table value (2.001). It means that the hypothesis is accepted. In other words, using Make a Match technique can improve students' vocabulary.

DISCUSSION

The aim of this research is to find out the use of Make a Match technique improve students' vocabulary at the eighth grade of SMP Negeri 7 Palu. The first step in conducting this research is to give the pre-test to the students. There are two kinds of test, multiple choice and sentence construction. The researcher found most of students had some problems in learning vocabulary. First, students had lack of vocabulary, for example when the researcher asked them to mention things in their classroom only several students successfully did it while the rest of other students failed. Even after the researcher provides the answer, they still have a hard time memorizing it.

Second, the students have difficulties in learning new words. They did not know the meaning of words and how to use them. For example, when the researcher asked them to describe a place they were not able to answer because they did not know what to say. As

the result most of them could not talk actively for they had limited words. Moreover, students get bored and had no motivation when the teaching and learning process was going on. This could be possible because they were not interested in the teaching and learning activities in the classroom. So, it can be said that the students have lack of vocabulary both in experimental and control group.

After finding out the problem which the students faced, the researcher applied Make a Match technique as the treatment. The researcher followed the procedures of Make a Match technique. When the researcher presented the material, the researcher firstly motivated and directed students' attention on the topics. To motivate them, the researcher asked some questions related to the previous topics. Then, the researcher introduced the topics which they were going to learn. It is called pre-activity. The second step are while-activity. In this step, the researcher gave explanation about topic that would be taught at the time and the researcher facilitated the students by giving some explanations or examples. In connection with the technique, first researcher introduced what Make a Match technique is to the students. after that, researcher gave example about the procedure how to play Make a Match technique. After that, the researcher asked the students to make six groups consist of four or five persons to play the technique. Next, the researcher distributed a set of card for each group and the last is the students can play the technique with the procedure that reasearcher have been showed.

Finally, the last step is post-activity. The researcher gave opportunity the students to ask things related to the material which have been discussed. Afterthat, the researcher asked the students to conclude the material, and the last is the researcher closed the class. After conducting the treatment, the researcher gave post-test to both groups in order to find out the use of Make a Match technique improve students' vocabulary at the eighth grade of SMP Negeri 7 Palu Based on the post-test, there was a progress of the students' achievement. The result shows that the students' post-test was greater than pre-test. It can be seen from the mean score of experimental group (75.1) is higher than the mean score of control group (60.3). In addition, the result of t-test computation also shows that the t-counted value (2.770) is greater than t-table (2.001). It means that the hypothesis is accepted. In other word, this Make a Match technique gives an improvement to the students vocabulary.

After conducting this research, the researcher believes that the use of Make a Match technique is effective to improve the students' vocabulary. It is supported by Wahyuni

(2011) entitled “*The Implementation of Make a Match Technique in Teaching Vocabulary of the First Grade Students of SMP Negeri 2 Sulang, Rembang, Semarang.*” The researcher used pre-experimental research design. The sample of the research was a class consisting of 20 students. In the research, she analyzed the implementation of make a match technique of the students’ understanding of vocabulary. The result of that study showed that there was a significant difference in vocabulary mastery between the students who were taught using the Make a Match technique and those who were not.

CONCLUSION

After analysing the data, the researcher concludes that the use of Make a Match technique improve students’ vocabulary at the eighth grade of SMP NEGERI 7 Palu. It can be seen from the result of the value of t-counted (2.770) which is higher than the value of t-table (2.001). Besides, the use of Make a Match technique has some strength in teaching vocabulary. First, it is by listing the words that they have learnt and known. Second, it makes the students to be more active because they need to know the meaning and the use of the words.

REFERENCES

- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aqib, Z. (2013), *Model-Model Media dan Strategi Pembelajaran Kontekstual*, Bandung: Yrama Widya.
- Brown, H.D. (2000). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. California: Longman.
- Coyimah, N. (2011). Teaching Vocabulary through Discourse: The Step to Improve Students’ Productive Vocabulary in Cahyono, B.Y and N. Mukminatien (eds). 2011. *Techniques and Strategies to Enhance English Language Learning*. Malang: State University of Malang Press.
- Curran, L. 1994. *Language Arts and Cooperative Learning: Lesson from the Little Ones*. San Juan Copistrano: Kagan Cooperative Learning.
- Fauziati, E. (2010). *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.

- Harmer, J. (1998). *How to Teach English*. New York: Longman Group UK Limited.
- Hiebert, E.H. & Kamil, M.L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates.
- Scrivener, J. (1994). *Learning Teaching*. New York: Longman Group UK Limited.
- Suprijono, A. (2010). *Cooperative learning: Teori dan aplikasi PAIKEM (2nd Ed.)*. Yogyakarta: Pustaka Pelajar.
- Thornbury, S. (2002). *How to Teach Vocabulary*. New York: Longman Group UK Limited.
- Wahyuni, S. (2011). *The Effectiveness of Using Make-A Match Method in Teaching Reading Comprehension to the First Grade Students of SMPN 2 Sulang, Rembang in the Academic Year of 2009/2010*. Unpublished undergraduates thesis. Universitas Negeri Semarang (UNNES). Semarang.

